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a consideration of models made from tin or cardboard, illustrating the ordinary propositions on the congruence of triangles, the theory of parallels, and the mensuration of the ordinary surfaces and solids; also a training in simple geometric drawing, and a slight amount of demonstrative work. Further than this it will probably not be wise to advance.

And what of the problems of arithmetic that shall replace those deleted? The Conference makes only a general and not a novel recommendation, but one in the general line of concentration so much talked of in these days. The recommendation is that the problems be very largely, but not exclusively, drawn from the daily life of the child, very likely bearing a somewhat scientific cast. And so long as this science work does not become a "fad," so long as it does not look upon arithmetic as a mere hand-maiden, so long as it does not take our children still further from the ability to "cipher," so long as it does not seek to make of every student a biologist and to leave him wholly ignorant of the commonest business customs,—so long will it probably command the support of educators. Already, however, it threatens to go too far, and already it is well to cry, "Attention, along the line!"

A brief second commendable point and this cursory paper has played its little part:

The report is thoroughly, patriotically, but not blindly, *American*. It has not sought to adopt the programme of the German *Gymnasium*, nor to recognize certain objectionable features of its mathematical course, merely because Germany is the well-spring of the best learning of our generation. It has not tried to graft upon the American high school the course of the French *lycee*, merely because France leads the world in applied mathematics. It has not sought to turn back the tide of progress by making us send our high school pupils out with no knowledge of solid geometry, simply because the English schools prefer to put more time on plane geometry alone than we do on both plane and solid. The report is made to suit the conditions of America; it tresspasses not one iota upon the ancient privileges of, and the time demanded for, other subjects; it says to other departments, "Mathematics shall not trespass in your fields, neither must you intrude upon hers;" it seeks for mathematics, just as for other departments, to have a little work in every school year, so that the mathematical machinery of the mind may be kept lubricated; and if any department objects to it on that account, "let him that is without sin first cast a stone."

FOREIGN NOTES

GEOGRAPHY IN THE WELSH UNIVERSITIES

The Educational Times, (London,) Sept. 1895

The three Welsh colleges are doing a very good work by urging the university authorities to recognize geography as a qualifying subject for degrees. Their advocacy received a filip, if it was not actually originated, by Mr. Clements Markham's weighty protest at the Geographical Congress against the general neglect of this science as a mode of higher education.

'The authorities of the Universities of Great Britain," Mr. Markham said, "are not even aware that geography is a distinct branch of human knowledge, a science in itself. Practically they deny that it is an independent subject of study, and merely treat it, when it receives any attention at all from them, as subsidiary to history, or some other recognized subject." This is one of the things which they manage better abroad, and especially in Germany. Yet who should lay special stress on geographical study if Englishmen do not? Our second and third grade schools have not much to reproach themselves with so far as elementary instruction in geography is concerned. We can not say the same for classical schools and colleges, where an atlas of the *orbis antiquus* is held to satisfy every need.

THE SALARIES OF ELEMENTARY TEACHERS.

The Educational Times, (London,) September, 1895.

What sort of a living do our elementary teachers earn? The average salary of a certificated master, which in 1870 was £94 2s. 1d., is now £122 7s. 4d.; that of a schoolmistress was £57 11s., 1d. in 1870, and is now £80, 3s., 4d. In addition to their other emoluments, 5,997 out of 19,582 masters and 4,731 out of 29,085 mistresses are provided with residences free of rent: these averages are calculated upon the whole of the certified teachers, whether principal or additional. With regard to the principal teachers in the metropolitan district in the past year, the average salary of 350 masters in voluntary schools was £155 6s. 10d., and that of 406 masters in board schools £286 8s.; while 798 schoolmistresses in board schools enjoyed an average income of £204 10s. 2d. as compared with £92 2s. 9d., that of 778 teachers in voluntary schools. The salaries of eight masters in voluntary schools, and of 190 in board schools, amounted to £300 a year and upwards, while five schoolmistresses in voluntary and 476 in board schools had salaries of £200 and upwards.

MENTALLY DEFICIENT CHILDREN

The Journal of Education, (London,) Sept. 1895

"Mentally-Deficient Children" is an admirable manual by Dr. Shuttleworth, composed primarily for the medical profession, but dealing also with the educational side of the question, and so appealing to the increasing body of teachers who are engaged in special classes for feeble minded scholars. To the Leicester School Board belongs the credit of starting such classes in England, and we learn that the London School Board has now no less than seventeen centres of special instruction, with six hundred children on the roll. We are glad to observe that in the syllabus of the College of Preceptors' Training College the observation of children under a competent physician forms part of the curriculum.

DISCIPLINE BASED ON PSYCHOLOGICAL LAWS

The Educational Times, (London,) Sept. 1895

Professor Ferri, in his authoritative work on "Criminal Sociology"—a translation of which is promised by Mr. Fisher Unwin—has an *obiter dictum*

on the (non-criminal) schoolboy which is worth quoting:—"Every school-master," he says, "with a bent for psychological observation, separates his pupils into three classes. There is the class of industrious pupils of good disposition, who work of their own accord, without calling for strict discipline; that of the ignorant and idle (degenerate and of weak nervous force) from whom neither mildness nor severity can obtain anything worth having; and that of the pupils who are neither wholly industrious nor wholly idle, and for whom a discipline based on psychological laws may be genuinely useful." Much the same thing, if we remember right, has been said by Professor Sully, whose lectures on psychology and ethics at the new Training College for Secondary Teachers may be expected to make a valuable contribution towards a school "discipline based on psychological laws."

SUPERANNUATION AT EXETER COLLEGE

The Educational Times, (London,) Sept. 1895

Exeter College, Oxford, has set an example to other colleges, which they will not all be in a hurry to follow, by a sort of self-denying ordinance for the retirement of aged dons. It is provided by a new statute, printed amongst the Parliamentary papers, that the Rectors of Exeter shall henceforth retire at the age of seventy-five, with a pension of £500 a year; and that the tutors shall make room for their youngers at the age of sixty-five. In each case an extension of time may be granted by a vote of two-thirds of the Fellows. Sixty-five is an early age for some men to be withdrawn from the lecture-room; but no doubt the rules have been made elastic in order that the successful and popular tutors may be retained, while such as are neither successful nor popular may be weeded out. Many hearts must be quaking on the banks of the Isis and the Cam.

GERMAN IN THE GYMNASIA

Vossische Zeitung, No. 233

At the session of the Berlin *Gymnasiallehrergesellschaft*, May 8th, Professor Nerrlich delivered an address upon the subject of German instruction in the Gymnasia in relation to the most recent *Lehrpläne*. After a brief historical retrospect of the position which German had occupied in the organized system of instruction prior to the school conference of 1890, the speaker characterized the address with which the Emperor opened the conference as a most important point in the development of our higher schools. For it demanded, he proceeded to say, in contrast to the mediæval and cloistered type of education, which had hitherto prevailed, above all, a national basis; it required that German should become the foundation of instruction, and that German composition should become the centre about which everything else should revolve. Unfortunately, however, the plans and the programmes which appeared in 1891 as the result of this conference, can not be regarded as a realization of the demands proposed by the Emperor, and we must look upon them rather merely as marking a period of transition, so that a real, and not merely an apparent, reorganization of Ger-

man instruction is greatly to be desired. The speaker proceeded to demand in the first place that henceforth in all classes the two ancient languages and mathematics should not as hitherto be regarded as the principal subjects, but that German should be added to the group. According to this the advancement and the admission of pupils should depend upon their maturity in German, and this maturity must necessarily, just as in the case of the ancient languages and mathematics, and as well on the occasion of the departure of the student to the university, as on the occasion of his advancement and admission, be established not merely by a written, but also by an oral examination. Systematic, coherent instruction in the history of literature, then, is to be imparted, commencing with the same class with which instruction in political history begins, that is, with *Quinta*; to assist this in instruction the pupil is to be provided with an outline. With reference to the reading it ought to commence in *Untersekunda* with dramatic pieces, and the reading of the upper classes should be more extensive: on the one hand, the Gudrunlied and Walther von der Vogelweide are to be undertaken. On the other hand, neither Schiller's early dramas nor Goethe's Faust should be excluded. Also greater stress is to be laid upon instruction in Middle High-German, and just as in the case of the ancient languages, this is to be imparted in a greater degree than heretofore with the coöperation of the school. The propædæutics of philosophy, which heretofore, as a subject of the German instruction, had belonged in *prima*, had already been excluded during the last decades, and this also is done in the new programmes; though they do allow directors, in case suitable teachers can be found, to permit the teaching of the propædæutics of philosophy on the basis of the Platonic dialogues. The speaker pointed out the inadequateness of this arrangement, and attempted to show that this subject in particular needed as a foundation the mother tongue; he would have it made obligatory, and he indicated as its task formal logic and the history of philosophy; and this to be concluded, as Hiecke has already desired, by a conspectus of the school sciences or instruction concerning the content and purpose of school lessons. After the speaker finally had pointed to the necessity of formulating a general standard not only for orthography, but also for punctuation, and, above all, of striving to make this acceptable outside the province of the schools, he indicated that the carrying out of his suggestions would require an increase in the number of the recitation hours to be devoted to German; for the two upper classes six a week would be necessary.

In the discussion that followed the address, Dr. Zelle among others remarked, that an increase in the number of hours in the case of the upper classes alone would not be sufficient, but that such an increase was necessary more particularly in the lower classes. Also he proposed instruction in Gothic instead of Middle High-German. Professor Meyer regarded an increase in the number of hours impracticable, at least at the expense of French, in reply to which Direktor Kern observed that to him it did not seem impossible that in the future even one of the classic tongues might be sacrificed. Geheimrat Foss proposed in regard to the themes at final examina-

tions that the outline of the subjects should be indicated by the teacher, for independent efforts on the part of the pupils were not to be expected. Finally Geheimrat Pilger opposed the opinion that a failure in the German theme at the final examination could not be compensated; assuredly it could, without the necessity of an oral examination which also might fail to reach the required standard.